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ABSTRACT

Presented are the 1976 findings and recommendations of the National Advisory Committee on the Handicapped regarding the education of handicapped children. Past, present, and future trends in the education of the handicapped are discussed. Among recommendations made by the committee are that educational opportunities be provided to handicapped children in the least restrictive environment commensurate with their needs and that adult and continuing education programs be provided for handicapped learners. Briefly described are the following federal programs: Handicapped Children's Early Education Program, Regional Education Program, Child Service Demonstration Centers, research and demonstration projects, Child Advocacy Program, Handicapped Personnel Preparation Program, Captioned Films for the Deaf program, Area Learning Resource Centers, Regional Resource Center program, National Information Center for the Handicapped, State Plan program, programs to provide aid to state-supported schools for educating the handicapped, programs to provide vocational education, ESEA (Elementary and Secondary Education Act of 1965) Title IV programs, programs for the severely handicapped, deaf-blind centers, and programs for the gifted and talented. Also reported on are the status of 1975 recommendations and the administration and operation of the National Technical Institute for the Deaf and the Model Secondary School for the Deaf. (SB)

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THE UNFINISHED REVOLUTION: Education for the Handicap

1976 Annual Report
National Advisory Committee on the Handicapped

ED127738

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Office of Education
T. H. Bell, *Commissioner*

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NATIONAL ADVISORY COMMITTEE ON THE HANDICAPPED
400 MARYLAND AVENUE, SW
WASHINGTON, D.C. 20202

The Honorable Terrel H. Bell
U.S. Commissioner of Education
Washington, D.C. 20202

Dear Commissioner Bell:

In this year of the American Revolution Bicentennial it is especially fitting that the National Advisory Committee on the Handicapped call attention to another struggle for liberty and justice that is still under way. We refer to the effort to assure that every handicapped child is afforded the opportunity to receive an appropriate education.

This effort is the subject of our 1976 Annual Report, submitted to you as part of the Committee's responsibility to review the administration and operation of programs for the handicapped administered by the Office of Education. Toward that end we have sought to summarize the present status of education of the handicapped in the United States, highlight the thread of events since the Nation's founding, and indicate what we see as priority concerns for the future.

Particularly during the present decade, Federal legislation has paved the way for major advances both in the number of handicapped children receiving educational services and the quality of programs made available to them. The Committee is especially gratified by the enactment of the Education for All Handicapped Children Act of 1975, overwhelmingly passed by the Congress and signed into law by the President last December.

Great though the progress has been, however, more than half of the Nation's eight million handicapped youngsters still do not receive an adequate education, and nearly a million are denied schooling altogether. That is why our report is entitled "The Unfinished Revolution--Education for the Handicapped."

It is our hope that the background information provided by this report will help stimulate widespread discussion and a national determination that all handicapped children shall receive the kind and quality of education that is their birthright as American citizens.

Your firm advocacy of this goal has been of major importance, and in submitting our 1976 Annual Report we express our gratitude for your leadership and support.

Sincerely,

Jean S. Garvin

Jean S. Garvin, Chairperson
National Advisory Committee
on the Handicapped

NATIONAL ADVISORY COMMITTEE ON THE HANDICAPPED
400 MARYLAND AVENUE, SW.
WASHINGTON, D.C. 20202

The Honorable Carl Albert
Speaker of the House of Representatives
Washington, D. C. 20515

Dear Mr. Speaker:

On behalf of the National Advisory Committee on the Handicapped, it is a great pleasure to submit the Committee's 1976 Annual Report, prepared as part of our responsibility to review the operation and administration of laws administered by the U. S. Commissioner of Education with respect to handicapped persons.

In its deliberations during the past year the Committee was struck by the fact that at a time when the Nation is celebrating the 200th anniversary of a successful struggle to guarantee the principles of liberty and justice for all, millions of handicapped children are still denied an education appropriate to their needs and aspirations. It is this gap that accounts for the title of our report: "The Unfinished Revolution: Education for the Handicapped."

In addition to offering certain recommendations, we seek in this document to summarize the present status of education of the handicapped in the United States and to highlight the changing approaches and attitudes that have evolved during the past 200 years. Our hope is to stimulate greater public concern and action toward assuring that all handicapped children, everywhere in the Nation, receive the education that is their right.

We have no doubt that this goal ultimately will be achieved--thanks in large part to the leadership at the Federal level exemplified by the great laws concerning education of the handicapped enacted during the past decade, and most recently by the Education for All Handicapped Children Act of 1975.

In submitting its 1976 Annual Report, the Committee wishes to express the gratitude of handicapped youngsters and their parents and teachers and friends throughout the Nation.

Sincerely,

Jean S. Garvin

Jean S. Garvin, Chairperson
National Advisory Committee
on the Handicapped

NATIONAL ADVISORY COMMITTEE ON THE HANDICAPPED
400 MARYLAND AVENUE, SW.
WASHINGTON, D.C. 20202

The Honorable Nelson A. Rockefeller
President of the Senate
Washington, D. C. 20515

Dear Mr. President:

On behalf of the National Advisory Committee on the Handicapped, it is a great pleasure to submit the Committee's 1976 Annual Report, prepared as part of our responsibility to review the operation and administration of laws administered by the U. S. Commissioner of Education with respect to handicapped persons.

In its deliberations during the past year the Committee was struck by the fact that at a time when the Nation is celebrating the 200th anniversary of a successful struggle to guarantee the principles of liberty and justice for all, millions of handicapped children are still denied an education appropriate to their needs and aspirations. It is this gap that accounts for the title of our report: "The Unfinished Revolution: Education for the Handicapped."

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Sincerely,

Jean S. Garvin

Jean S. Garvin, Chairperson
National Advisory Committee
on the Handicapped

Charter, National Advisory Committee on the Handicapped

PURPOSE

Responsibilities of the Commissioner of Education include administering the Education of the Handicapped Act (20 U.S.C. 1401 *et seq.*). It is the policy of the United States, as set forth in this act, to provide assistance to State and local education agencies, institutions of higher education, and other public and private organizations which contribute to the advancement of the education of the handicapped.

Effective discharge of this responsibility requires the advice of a public advisory committee.

AUTHORITY

The National Advisory Committee on the Handicapped was established by the Commissioner of Education under Sec 448(b) of the General Education Provisions Act (20 U.S.C. 1233g) and derives authority from Section 604(a) of the Education of the Handicapped Act, Title VI of Public Law 91-230, as amended (20 U.S.C. 1403). Committee operations are governed by the provisions of Part D of the General Education Provisions Act (20 U.S.C. 1233 *et seq.*) and the Federal Advisory Committee Act (5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTION

In its capacity as advisory to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education, the Committee shall review the administration and operation of programs authorized by the Education of the Handicapped Act and other provisions of law administered by the Commissioner with respect to the handicapped, including their effect in improving the educational attainment of handicapped children, and shall make recommendations for the improvement of their administration and operation. Such recommendations shall take into consideration experience gained under these and other Federal programs for the handicapped, and to the extent appropriate, experience gained under other public and private programs for the handicapped. The Committee shall also review the administration and operation of the National Technical Institute for the Deaf and the Model Secondary School for the Deaf, and

make recommendations for the improvement of their administration and operation. The Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner and shall make an annual report of its findings and recommendations to the Commissioner not later than March 31 of each year. The Commissioner shall transmit each such report to the Secretary together with his comments and recommendations, and the Secretary shall transmit such report, comments, and recommendations to the Congress together with any comments of recommendations he may have with respect thereto.

STRUCTURE

The Committee shall consist of 15 members including a Chairman, selected by the Commissioner with the approval of the Secretary. Members shall include persons who are active in education, training, research or technological programs for the handicapped and at least three handicapped adults, i.e., deaf, blind, crippled, or other health impaired. At least eight members must be affiliated with programs for the handicapped.

Members shall be invited to serve for overlapping terms of not more than three years. Such terms shall be contingent upon the renewal of the Committee by appropriate action prior to its termination.

Management and staff services shall be provided by the Deputy Commissioner of Education for the Handicapped. The Deputy Commissioner or his designee shall serve as the Office of Education delegate to the Committee.

MEETINGS

The Committee shall meet not less than twice each year at the call of the Chairman with the approval of the Commissioner of Education or his designee, who shall approve the meeting agenda and shall attend all Committee meetings including meetings of subcommittees. Meetings shall be open to the public except as may be determined otherwise by the Secretary; adequate public notice shall be given in advance of all meetings. Meetings shall be conducted and records of proceedings kept in accordance with applicable Federal laws and Department regulations.

COMPENSATION

Members of the Committee who are not in the regular full-time employ of the United States shall, while attending Committee meetings or otherwise engaged in the business of the Committee, be entitled to receive compensation at a rate of $100 per day plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATE

Estimated annual cost for operating the Committee, including compensation and travel expenses, but excluding staff support, is $100,000. Estimate of annual man years of staff support required is 1.5 at an estimated annual cost of $30,000.

REPORTS

The Committee shall submit to the Congress on or before March 31 of each year a report which shall contain as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of meetings, functions of the Committee and a summary of Committee activities, findings and recommendations made during the year. Such report shall be transmitted with the Commissioner's annual report to Congress.

A copy of the annual report shall be provided to the Department and Office of Education Committee Management Officers.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on the Handicapped shall terminate on July 1, 1977. This charter expires two years from date of signature (i.e., October 17, 1977).

Note: The Committee held meetings in Washington, D.C. on January 20-23, 1975, May 19-21, 1975, and August 5-8, 1975, and in Reno, Nevada on October 20-22, 1976.

Membership, National Advisory Committee on the Handicapped

(As of December 31, 1975)

Dr. Leonard M. Baca
Assistant Professor of Special Education
Department of Special Education
University of Colorado
Boulder, Colorado 80302 *6/30/76

Dr. Evelyn D. Baggs
Director of Education
National Children's Rehabilitation Center
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Leesburg, Virginia 22075 *6/30/77

Dr. James N. Blake
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Director, Special Education and Pupil Personnel Services
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Clinical Psychologist
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Dr. Harold W. Heller
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Mr. Joel D. Ziev
Acting Assistant Director
Pupil Personnel and Special Education
Hartford Public Schools
249 High Street
Hartford, Connecticut 06103 *6/30/78

Mr. Leroy V. Goodman
Executive Secretary

---

* Date appointment terminates ** Chairperson

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Education of the Handicapped Today

About half of the Nation's eight million handicapped children, the United States Congress pointed out in framing the new Education for All Handicapped Children Act of 1975, do not receive an appropriate education, and about a million are excluded from the public school system entirely. It is illustrative of the difficulties which handicapped people have traditionally faced that disturbing though such figures may be, the condition of education of the handicapped has never been better. Moreover, the climactic juncture of several powerful movements suggests that this Bicentennial year may mark the start of a new era.

In any case, the proportion of handicapped youngsters receiving an education has seen a steady rise. The 45 percent still being neglected (See Table 1) compares with more than 60 percent six years ago and nearly 90 percent only 20 years prior to that. Though a new national commitment to serve every handicapped child by 1980 has greatly expanded the needed number of special education teachers, the gap between supply and demand is at least 100,000 narrower than the 325,000 that prevailed in 1969. Moreover, today's special education personnel receive broader and more intensive training than was the case then, and have the advantage of continuing advances in technology.

By far the most striking change, however, has been the development of a new way of looking at how people with handicaps fit into the education picture. Until very recent times those handicapped children who received any schooling at all did so on sufferance, as an expression of charity. Even then most were barred from regular classrooms, on such grounds as that their presence might be "detrimental to the education of others" or "inadvisable." There was the not uncommon conviction that many handicapped children, especially the more severely handicapped, could not benefit from education and that admitting them into the schools would therefore be a waste of money. In all such instances the decision resided entirely with school authorities. Parents had no choice but to accept what they were offered, even if they were offered nothing.

In law and as national policy, education is today recognized as the handicapped person's right. Moreover, that right cannot be abridged, even on such grounds as that the necessary funds are not available. And handicapped children are seen as having a right not just to whatever kind of education someone else may see fit to provide them but to an education that is geared to their particular needs and aspirations.

This acknowledgement that handicapped per-

Table 1. Estimated Number of Handicapped Children Served and Unserved By Type of Handicap (USOE/BEH/ASB)

	1975-76 Served (Projected)	*1975-76 Unserved*	*Total Hand. Child. Served & Unserved*	*% Served*	*% Unserved*
Total Age 0–19	4,310,000	3,577,000	7,887,000	55%	45%
Total Age 6–19	3,860,000	2,840,000	6,700,000	58%	42%
Total Age 0–5	450,000	737,000	1,187,000	38%	62%
Speech Impaired	2,020,000	273,000	2,293,000	88%	12%
Mentally Retarded	1,350,000	157,000	1,507,000	90%	10%
Learning Disabilities	260,000	1,706,000	1,966,000	13%	87%
Emotionally Disturbed	255,000	1,055,000	1,310,000	19%	81%
Crippled & Other Health Impaired	255,000	73,000	328,000	78%	22%
Deaf	45,000	4,000	49,000	92%	8%
Hard of Hearing	66,000	262,000	328,000	20%	80%
Visually Handicapped	43,000	23,000	66,000	65%	35%
Deaf-Blind & Other Multi-Handicapped	16,000	24,000	40,000	40%	60%

sons have rights no less inalienable than those of other American citizens can doubtless be traced in part to the emergence of a more enlightened sense of equity as regards minorities in general. More forcefully to the point, however, has been the specification of these rights in three particular arenas—in the States, as expressed in fundamental revisions of education statutes; in the courts, as expressed in precedent-setting decisions; and by the Federal Government, as expressed in a succession of laws aimed at strengthening education of the handicapped in all its aspects.

A number of forces have impelled the advances that have been made in recent years, particularly during the past ten, and prominent among them has been a "consumer" movement led by organizations of parents of handicapped children and more recently including groups formed by handicapped persons themselves. Such professional associations as the Council for Exceptional Children and others concerned with discrete areas (e.g., the blind, the deaf, the cerebral palsied) also joined the fray. While a few of the organizations and associations making up this consumer movement were in existence prior to the turn of the century, most came into being during the 1940s and 1950s. Initially they were formed essentially so that parents of handicapped children could discuss their experiences and give each other moral support. In time, however, they became preoccupied with practices—exclusion from public schooling being a prime example—which effectively denied their handicapped children a meaningful role in the society. In seeking redress they turned to two of the most basic of democratic instruments—the State legislatures and the courts.

As the level of government primarily responsible for education, the States have to one degree or another displayed a concern for education of the handicapped since the early days of the Republic. It was not until the 1910–20 decade, however, that the first States enacted statutes making education of the handicapped a requirement (the pioneers being New Jersey, New York, and Massachusetts), and though this step advanced the theory that the State responsibility for education extended to all children rather than only some, in practice the feeling remained that public schooling was a preserve into which the handicapped need be admitted only if other students (and local taxpayers) would not thereby be inconvenienced.

It was this kind of exclusion that parent organizations and other advocacy groups, beginning in the early 1960s, selected as their principal target. Using publicity, mass mailing, public meetings, and other techniques of public information—and making direct contact with influential public and private citizens—they mobilized for action. The result was a surge of activity by State legislatures. The goals were first, to enact laws making educational opportunities for the handicapped not simply permissive but mandatory; and then going beyond that, to break away from the custodial mode that had often characterized schooling for the handicapped and instead provide substantive learning experiences.

Today all but two States—Ohio and Mississippi are the exceptions—have adopted statutes

that make education for the handicapped mandatory. In States where the advocacy groups have been most effective, the laws are broad and comprehensive, embracing such matters as the training of special education personnel, the acquisition of needed facilities and materials, advisory councils that include handicapped adults and parents of handicapped children in their membership, cooperative regional arrangements for getting greater resources at less cost, and procedures for the review and evaluation of programs. There are incentives to comply with the law and penalties for failure to do so. It is a measure of the distance that has been traveled in making education available to the handicapped that 20 States now have laws which not only mandate education for handicapped children but include in that mandate children of pre-school age.

In some instances the role of advocacy groups in the enhancement of these laws has gone beyond the application of pressure, to include developing a model law, facilitating this law's movement through the relevant legislative committees, lobbying for sufficient votes to get the bill passed, and finally writing the implementing regulations. Independently and as members of coalitions—about 25 such coalitions are now active in various parts of the Nation—the consumer groups have played and are still playing a crucial role in building public support for the enactment of State education laws that respect the needs of handicapped individuals.

Even more spectacular has been the exertion of pressure from another direction, the courts. What was to become a national phenomenon began in 1971 when the Pennsylvania Association for Retarded Children filed suit on behalf of 13 retarded children in that State. Citing guarantees in the U.S. Constitution of due process and equal protection of the laws, the suit argued that these children's access to education should be equal to that afforded other children. In a consent agreement the court found in their favor.

One year later the Federal court in the District of Columbia made a similar ruling involving not only mental retardation but the full range of handicapping conditions. All children, said U.S. District Judge Joseph Waddy in the case of *Mills vs. Board of Education*, have a right to "suitable publicly supported education, regardless of the degree of the child's mental, physical, or emotional disability or impairment." Moreover, in response to arguments that this position would impose an intolerable financial burden on the community, Judge Waddy added the following: "If sufficient funds are not available to finance all of the services and programs that are needed and desirable in the system, then the available funds must be expended equitably in such a manner that no child is entirely excluded from a publicly supported education . . . ."

There followed during the next few years an avalanche of suits as other groups in other jurisdictions asked the courts to enforce handicapped children's constitutional rights. By now the number exceeds 40, and in none of the completed cases has the decision gone against the plaintiffs. The impact of these court rulings has been immense, not only in opening up school doors

but in stimulating provisions in State laws to improve the quality and comprehensiveness of education offered to the handicapped.

Of parallel importance has been the role of the Federal Government, particularly during the past ten years. Actually Federal support for education of the handicapped goes back a century and more—to 1864 and the establishment in Washington, D.C., of Gallaudet College, serving the deaf; and to 1879 and the creation in Lexington, Kentucky, of the American Printing House for the Blind. Valuable though these actions were, however, they did not betoken a Federal commitment to education of the handicapped. Nor did an action taken in the 1930s when the U.S. Office of Education, by then more than 60 years old, first assigned a member of the staff to monitor the condition and progress of "special education," as education of the handicapped was by then being called.

A significant shift in posture was inconspicuously launched in 1954 when the Congress passed legislation providing for cooperative research in education, a proposition regarded with such minimal enthusiasm that it was not funded until 1957. Meanwhile, thanks in large part to the activities of the advocacy groups and particularly to statements made by such national leaders as John F. Kennedy and Hubert H. Humphrey, both of whom had handicapped children in their own families, considerable interest was being generated in extending Federal education assistance to such youngsters. Thus when Congress ultimately voted a $1 million appropriation for the Cooperative Research Act, it earmarked $675,000 of that amount for research having to do with education for the mentally retarded.

A start having been made, the Federal interest began to widen. In the following few years came legislation covering such matters as captioned films for the deaf and support for training teachers and other education specialists for the mentally retarded, the deaf, and the speech impaired (and later, all other groups of disabled children). A much broader development came in 1965 with the passage of the Elementary and Secondary Education Act, Title I of which included coverage of the handicapped. In that same year and in the year following came two major bills amending ESEA so as to give greater emphasis to its provisions for special education. The first, Public Law 89-313, provided support for the education of handicapped children in State-operated schools and hospitals. Even more noteworthy was the second, Public Law 89-750, which created a new Title VI of the Act. This new "title" or section was the prototype of the basic Office of Education program for the handicapped in existence (in greatly revised form) today. In addition to establishing a grant program aimed at strengthening State programs for all handicapped children, P.L. 89-750 brought into being the Bureau of Education for the Handicapped and the National Advisory Committee on the Handicapped.

In session after session thereafter the Congress continued to strengthen the Federal role. During the next six years about a dozen new bills directly concerned with special education—covering such matters as early childhood education for the handicapped, the establishment of

deaf-blind centers and regional resource centers, education for gifted and talented, and many others—were signed into law.

Then came Public Law 93-380, the landmark Education Amendments of 1974. Beyond authorizing higher levels of aid to the States, P.L. 93-380 was in particular noteworthy for its specification of due process requirements protecting the rights of handicapped youngsters, for its support of the principle of placing such children in the least restrictive educational environment commensurate with their needs, and for requiring the States not only to establish a goal of providing full educational services to handicapped children but to develop a plan setting forth how and when the State expects to achieve that goal.

In November of 1975 this important law was greatly broadened by the enactment of an even more significant measure, the Education for All Handicapped Children Act, Public Law 94-142. The new bill calls for a massive expansion of the authorized levels of the basic State grants program—to a possible annual total of more than $3 billion by 1982—and although *authorizations* are not to be equated with actual *appropriations*, these funding provisions are in any case an indication of the magnitude of Congress's concern. Of probably greater immediate significance are some of the positions taken in the bill. First, unlike other Federal education laws, P.L. 94-142 has no expiration date; it is regarded as a permanent instrument. Second, the Act does not simply involve another expression of Federal interest in special education programming in general, but rather a specific commitment to all handicapped children. And third, P.L. 94-142 sets forth as national policy the proposition that education must be extended to handicapped persons as their fundamental right.

With the comprehensive provisions of Public Law 94-142 and related Federal legislation, together with the advances mandated by the courts and increasingly being incorporated into State education statutes, the basic machinery would seem to be in place for propelling education of the handicapped into a new era. The handicapped person's right to a good education is now guaranteed, and though lamentably often there has been a serious difference between actual practice and what State and Federal laws supposedly require, there is now at least a firm foundation on which to build.

Thus perhaps the basic challenge in special education today is the conversion of promise into reality. One such promise, for example, requires seeing to it that handicapped children are educated in the least restrictive environment commensurate with their needs, or more loosely (and with much confusion) "mainstreaming." Desirable though this concept may be, there is considerable question as to whether the education system—and indeed the special education sector of that system—knows exactly how to go about putting it into practice

The crucial central issue goes far beyond optimum pedagogical practices or research or funding or the mechanics of moving youngsters into different settings. The overriding issue in this and all other provisions affecting the handicapped is the matter of attitudes.

The progress of the past 200 years, and the

last ten in particular, will in fact remain essentially meaningless until handicapped people win their appropriate place not just in "regular" classrooms but in the "regular society," there to be judged not on the basis of their disabilities but on the basis of their worth as human beings.

Looking Back

Despite two centuries of national history, only within the last few years has the right of handicapped children to an education appropriate to their needs begun to be accepted. Nonetheless, the evolution of educational provisions for the handicapped during those two centuries has been marked by steady progress.

The story can conveniently be summarized by pinpointing major milestones of advances occurring approximately every 40 to 50 years. The progression has basically consisted of: neglect of public education of handicapped children between 1776 and 1817; the rise of asylums and residental institutions for handicapped children beginning in 1817; the establishment of day school classes, beginning in 1869; the expansion of a dual system of residential and day schools for handicapped children from 1869 to 1913; State programs for handicapped children supported by State subsidies and supplemental local school programs beginning around 1900; and the rapid expansion of public school programs starting in about 1950.

Since that time—largely because of a combination of landmark Federal legislation and precedent-setting court cases—the pace of change has accelerated so rapidly that progress has been greater during the past decade than during the previous two centuries. Behind this spurt of activity has been the climax of a fundamental change in attitudes that has occurred since the Nation's founding. Initially the handicapped were firmly rejected, conventional practice being to remove them as far from society as possible. In time rejection to a large extent gave way to a sense of charity. Though pity was seen as a gain over hostility, in practice the handicapped remained in isolation. Only in recent years, spurred by a heightened national concern for equity, has there begun to emerge a recognition that the handicapped deserve (and legally must be afforded) rights and opportunities equivalent to those enjoyed by all other American citizens. Though a strong beginning has been made, however, this point of view is still far from universal.

There remains a significant degree of the neglect that characterized the treatment of handicapped children and adults during the early decades of the Republic. As late as 1850 it was estimated that 60 percent of the inmates of the poorhouse in some States consisted of the deaf, the blind, the insane, and "idiots". The handicapped were classified with the poor and were "stored away" in houses of charity. Educational provisions had to wait for a few reformists who eventually aroused interested citizens to initiate some modest improvements.

The establishment of asylums (a practice imported from Europe) or State residential schools was the first organized effort to provide education for the handicapped. These residential schools brought services to the deaf, the blind, and the mentally defective in certain States.

Attention was first given to deaf children, who obviously could not keep pace in regular classrooms at a time when oral recitation was the predominant method of instruction. In 1817 a residential school for the deaf, officially known as the American Asylum for the Education and Instruction of the Deaf (now the American School for the Deaf), was established in Hartford, Connecticut. Other States soon followed suit—New York, also in 1817; Kentucky in 1823; Ohio in 1829. The first residential school for the blind to be incorporated in the United States was established in Watertown, Massachusetts, in 1829. Known as the New England Asylum for the Blind (subsequently called the Perkins School for the Blind), this was a private institution, but State governments soon opened similar facilities—Ohio in 1837, Virginia in 1839, Kentucky in 1842. By the end of the Civil War there were at least 20 such schools.

The Nation's first residential school for the "feeble-minded", as the contemporary term had it, was established in South Boston in 1859 and was incorporated under the name of the Massachusetts School for Idiotic and Feeble-Minded Youth. Samuel Gridley Howe, head of the Perkins Institute for the Blind, was the primary force behind the legislation in Massachusetts that established this residential facility. Within the following decade similar schools were established in New York, Pennsylvania, Ohio, and Connecticut.

During these early periods in United States history, public schools did not assume responsibility for the education of handicapped children. That responsibility was instead undertaken primarily by State departments of health or social welfare. The result was a system of residential institutions that tended to place chief emphasis on the custodial rather than the educational—a movement fed by the rural nature of America, the sparsity of the population, and the lack of interest on the part of public school officials in providing services for handicapped children. The chief motivation of the time was charity, often spurred by religious commitment. Many of the superintendents of these residential schools—especially schools for the blind—were ministers of the gospel.

It took decades to change the concept of the asylum in the statutes which created these schools. Not until 1917, for example, did the State of Michigan legally declare the State's "school" for the deaf to be an educational institution.

During the middle of the 19th century it became obvious that the number of handicapped children in the society was far greater than the residential schools could hope to accommodate, and in any case that a number of minor handicapping conditions did not require institutionalization. An alternative was imported from Germany, where a day class for mental defectives was established in Halle in 1859, followed in 1867 by another in Dresden. The idea of establishing day classes was first formally introduced

to American teachers by August Schneck of Detroit in an address to the American Teachers Association, and a number of cities soon took that step (see Table 2). The first class for the deaf in a public school was established in Boston in 1869. Additional large cities soon created special classes for different categories of handicapped children until, by 1913, most of the more familiar types of classes had been established. Of course, since this date numerous other types of special classes—for the epileptic, for example—have been organized.

Of the traditional special classes, those for the mentally retarded were reported in 1911 by the U.S. Bureau of Education to be most frequently provided. Table 3 gives data from 898 of the 1285 cities which had school superintendents at that time. The "environmentally exceptional" children were made up of non-English-speaking children, the sons and daughters of recently arrived immigrants. In any case, by the second decade of the present century the instructional plan of having day classes for handicapped children in the public schools was beginning to be accepted as an alternative to residential schools. Several major influences encouraged this development, among them the introduction of medical inspections into the schools in the early 1900s. Begun primarily for the detection and prevention of contagious infectious diseases, these inspections lead to the discovery that many children were suffering from hearing or visual impairments or other handicaps that had previously gone undetected. The schools responded to the medical findings and organized special classes for these pupils.

Meanwhile, of course, educational programs and institutions operated for the handicapped under private auspices remained a major element in the overall picture. Many of the early asylums were established by religious organizations, parents groups, and other citizen movements, and private facilities continue today to share a major responsibility for the education and care of all types of handicapped children.

The spirit behind the 19th century and early 20th century schools for the handicapped was without question elevated, but the atmosphere nevertheless was such as to implicitly identify the students as being inherently inferior. In contrast to the treatment of their nonhandicapped peers, whether education was to be made available to handicapped children depended on the affluence and the benevolence of the community. For this and other reasons, including the extreme reluctance of many parents to acknowledge that they had disabled youngsters, relatively few handicapped children received any schooling at all.

Nor was the neglect significantly diminished by the spread of compulsory attendance laws during the latter part of the 19th century. While this move was to make education virtually universal among nonhandicapped children, State and local education systems—reflecting the view of the larger society—felt that children with disabilities would be out of place in regular classrooms and therefore should be excluded.

Thus, as we have seen, it was only in recent years that the States were to make education for the handicapped mandatory. Instead they undertook to provide subsidies to help cover the

Table 2. Commonly Reported Dates for the Establishment of the First Day Classes for the Handicapped

Deaf	Boston, Massachusetts	1869
Retarded	Providence, Rhode Island	1896
Crippled	Chicago, Illinois	1899
Blind	Chicago, Illinois	1900
Lowered Vitality	Providence, Rhode Island	1908
Partially Seeing	Roxbury, Massachusetts	1913

Table 3. Percentages of United States Cities in 1911 Reporting Special Classes for Exceptional Children

Type	*Percentage of Cities*
Mentally Exceptional	42
Defective ---------- 11	
Backward ---------- 25	
Gifted ---------- 6	
Physically Exceptional	10
Environmentally Exceptional (non-English speaking)	39
Morally Exceptional (delinquent, incorrigible)	17

11

added costs for any public schools that decided to offer special education classes on their own. By 1900 two of the States—Wisconsin and Michigan—had authorized these subsidies (in both instances for education of the deaf). Other States subsequently followed suit, since it was cheaper to retain children within the community, at home and in the public schools, than to send them to State residential schools. This trend continued from year to year until by 1950, 34 States had established laws subsidizing public schools classes for youngsters with most types of handicapping conditions.

By that time the scene had been set for the great events that have brought education of the handicapped to its present status—the rewriting of State education statutes to include mandatory provisions for handicapped children, the precedent-setting court decisions, and the array of Federal laws topped by the new Education for All Handicapped Children Act.

It has been said that progress is two steps forward and one step backward. This fortunately has not precisely been true in the United States in the case of educational opportunities for handicapped children. Serious gaps still remain; the number of handicapped youngsters receiving an appropriate education is still equaled by the number who do not. Nevertheless, progress has been steady and sustained. By every sign the Nation seems firmly on the way toward achieving the goal of providing full educational opportunities for all handicapped children by 1980.

Looking Toward the Future

The continuing expansion of educational opportunities for the handicapped at the State and local levels, a succession of court decisions affirming the rights of handicapped students, and climactic new Federal legislation have combined to create a firm foundation for further progress. What may and should lie ahead, both immediately and for the long range, is of particular concern to the National Advisory Committee, as part of its responsibility to review the condition of education of the handicapped and suggest optimum courses for the future.

In carrying out that responsibility the Committee sought to supplement the backgrounds and perceptions represented on the Committee itself by soliciting the views of a wide range of persons whose work and background promised valuable insights. Individual Committee members conducted interviews with State and local directors of special education, classroom teachers, school principals, university professors, private school directors, State hospital directors, handicapped individuals, and parents of handicapped children. In addition, meetings were held with concerned groups, including extensive sessions with the National Association of State Directors of Special Education, and NACH representatives attended professional conferences to solicit suggestions. The Committee also consulted with a number of distinguished authorities. There were "hearings" with members of the staff of the Bureau of Education for the Handicapped and its able leader, Dr. Edwin W. Martin, Jr., and with appropriate other Office of Education program officials. The Committee is grateful to all of these individuals and groups for their cooperation and their contributions.

Concerns of the Field

The interviews conducted by NACH members (about 100 in all) clearly do not represent a scientific sampling. Judging from the experience of members of the Committee, however, and from testimony offered at Committee meetings, the results do appear to be an accurate reflection of some of the basic viewpoints and concerns of special educators in the field and of parent and other advocacy groups.

There was considerable opinion that the importance of continued leadership and support from the Federal level should not be allowed to obscure the significance of activities at the State and local levels. Thus in discussions concerning the need for a deliniation of responsibilities (so that services will be more coordinated and comprehensive), the following observations emerged: Whereas Federal activity and leadership are especially important in the initiation and support of research, model program development,

dissemination, and technical assistance, the delivery of services occurs primarily through local and State agencies. At both State and local levels, these services vary in quality and kind, and there are inconsistencies in full implementation of legislated mandates and guidelines. Protection of the rights of handicapped individuals cannot be viewed as the responsibility of any single agency or government unit, but rather must be accepted as the active responsibility of all.

In regard to training, it was widely felt that existing programs of professional preparation require reexamination and improvement if they are to meet the demands of the future. Particular stress was laid on the training of regular educational personnel to work with handicapped pupils, especially in view of the increasing participation of these children within conventional education.

In this latter connection it was emphasized that the philosophy of "the least restrictive environment" cited in the new Education for All Handicapped Children Act clearly requires that fundamental changes occur in regular school personnel and programs as well as in the specialized ones. This obviously implies such activities as preservice training and inservice retraining of regular school personnel, programs for "regular" school children who will interact with handicapped children, and programs for parents of both regular and special education pupils. Less obviously but probably of greater significance, it implies far-reaching attitudinal changes on the part of society as a whole. Given the magnitude of the changes called for, the complexities and needs of "mainstreaming" emerge as being so significant as to require considerably more study and debate than the concept has received to date.

In other areas, there was strong support for continued and expanded programs and services in early childhood education, vocational education, physical education, and leisure activities. A special need for these and other kinds of activities was seen as existing among five particular groups of handicapped persons—secondary school pupils, adults, the inner-city handicapped, handicapped persons from non-majority cultures, and handicapped people living in rural or sparsely populated areas.

Regarding priorities in serving these groups, many of those interviewed by NACH members spoke of the importance of research aimed at developing remedial and treatment techniques and programs directed at specific handicapping conditions. Several respondents observed that even where funds and personnel are available, uncertainty often arises as to which particular programs are most effective for what particular situations.

As regards possible new legislation, there was consensus that the essential issue is implementation and enforcement of existing legislation, rather than the development of new mandates. Where legislative changes were suggested, the emphasis was on protection of due process, guarantees of constitutional rights, and (as NACH has strongly recommended in previous reports) increased opportunity for decision making by handicapped individuals themselves. Said

a handicapped respondent, "We need to move from 'tugging at the heartstrings' to letting handicapped people demonstrate what they can do." Another proposed that all local, State, and Federal institutions serving the handicapped be required to hire handicapped consumers as consultants or advisors.

Advocacy groups were held to be of critical importance in achieving success in these and other areas, and the National Advisory Committee was specifically singled out for its role as "the public conscience" in matters relating to the right of handicapped children to a good education.

There was much interest in the development of more effective techniques of data collection and distribution, in part to facilitate the monitoring of general progress in achieving goals spelled out in legislation, and with equal importance to provide better mechanisms for identifying effective practices and approaches and for disseminating information about them. Most of those interviewed felt that the Bureau of Education for the Handicapped was the logical (and perhaps only practical) entity to spearhead and coordinate this kind of activity.

Throughout these discussions it was repeatedly suggested that the single most important requirement for significant advances in education of the handicapped is an affirmative public attitude toward handicapped people and their rights and capacities. Most of the barriers to accomplishment by handicapped individuals, the respondents agreed, lie not so much within those individuals themselves as within the society in which they live and learn and work.

Farther Down the Road

The Committee also concerned itself with likely future trends, seeking informed speculation on what might lie down the road. We are under no illusion that the following represents a definitive list. Rather it might be thought of as a cross-section of impressions that might be found in a futurist's notebook.

One of the significant developments to be expected in the future is a greater *diversity* in the handicapped student population. The present trend toward serving younger and younger children will spread to all States, so that early and continuous intervention with handicapped youngsters will become standard. At the same time there will be greater insistence on the principle that handicapped people should not be considered ineligible for intervention simply because they have reached the age of 21. Thus it can be expected that Adult and Continuing Education will undergo an extensive reformation to the end that handicapped adults can enjoy the benefits of adult learning now effectively reserved to the nonhandicapped. As another aspect of special education's broadening spectrum, programs for the gifted and taltented can be expected to attract major new emphasis.

Many *labels* of handicapping conditions have been shown to stigmatize children without serving any useful educational purpose, and opposition to this practice can be expected to intensify, particularly as handicapped people become more militant in their objections. Because a child must in some fashion be designated as being in need of services in order to qualify for them, however, consideration will likely be given to

developing less stigmatizing and more functional classifications. Ultimately there may evolve a well-refined classification system which conveys in brief phrases the major characteristics of handicapped children's learning and social behavior and implies appropriate treatment, as is often the case with medical terms for diseases. Until the development of such a system, however, there will be increasing insistence that efforts be made to avoid the stigmatization and deceptive oversimplification that labelling breeds.

The concept of *accountability* will more and more pervade special education, especially in connection with the development of precise and uniform measures permitting reliable assessment of the impact of various programs and approaches. Such a system of measurement would bear the same relationship to communicating progress in special education that having a common tongue bears on creating greater understanding among people in disparate parts of the Nation. With it improved practices not only could be clearly documented and displayed but could more readily be disseminated. Without it each such gain must be translated into a variety of different measurement "languages." An important aspect of this work will be studies that specifically relate gains to the interventions that produced them, toward spelling out which interventions, under what conditions, are most productive, most cost-effective, and most likely to be applied, given the availability of the kinds of skills they require.

There will be continuing efforts in the general area of providing *service delivery*, with special emphasis on the search for a solution to the persistent problem of locating handicapped children who are not being served. This drive will be stimulated in part by a general recognition that early screening and identification methods now in use are unacceptably prone to error. Spurring it also will be the new "child find" provisions in the Federal Government's State assistance programs. Assuming the ultimate development of satisfactory identification methods, there is the further question of whether the services will be brought to the child or the child to the services. The latter method, being more economical and feasible in populous urban and suburban areas, is the more customary. To some extent even in these places, however, and more obviously in remote regions with scattered populations, services taken to children will be significantly broadened by such methods as telecommunications, travelling vans of Head Start teachers, video diagnosis of handicapping conditions, and others.

Personnel preparation also can be expected to acquire some new characteristics, chief among them an emphasis on interdisciplinary skills. The process of helping any handicapped children develop fundamental skills requires the efforts not just of special educators but of specialists from many fields—speech pathology, audiology, nursing, nutrition, medicine, psychology, physical education, recreation, and occupational and physical therapy among them. Increasingly the special educator will be required to have a firm grasp of what each of these disciplines involves and to be able to coordinate their implementation in educational settings involving both

handicapped and nonhandicapped children.

In *research*, probably the most dramatic breakthroughs can be expected to come from medical, genetic, and pharmacological studies bearing on the prevention of handicaps with a biophysical cause. In particular, the next 25 to 50 years should see major breakthroughs in the prevention of handicapping conditions for which we now have some indication of cause. For example, since Down's syndrome is now known to be caused by a chromosomal anomaly, it is not unreasonable to expect that the cause of the anomaly itself will become known in the near future, and that this discovery will lead to prevention of the condition or its effects. Referring more specifically to special education, as research findings give greater precision to the early diagnosis of high risk infants and young children, it can be expected that prevention of the effects of handicapping conditions will come more and more to be one of special education's dominant functions.

No less significant departures from customary practice can be expected in other areas. The application of instructional *technology* will become far more general, and opposition to it far more muted, as electromechanical and other allegedly "dehumanizing" devices demonstrate their capacity to serve humanistic ends by opening up horizons in education for the handicapped that would otherwise remain closed. In *legislation*, the primary emphasis at the Federal level will be on securing appropriations closer to the amounts authorized for programs already enacted; and within the States the stress will be on removing age restrictions that limit the opportunities of handicapped persons. As for *litigation*, future suits may well aim not just at securing new educational rights for the handicapped but at making sure agreed-upon rights are actually afforded. Much of what is accomplished both through legislation and litigation will result from the growing strength of the *advocacy* movement. To date the impetus for this movement has come essentially from parents of handicapped children. Parents will continue to be in the vanguard, but increasingly involved in advocacy activities will be persons with a direct or indirect professional interest in education of the handicapped. Particularly if handicapped children fail to receive the benefits now promised in legislation and ordered in court decisions, educators in particular can be expected to become among the most active champions of rights for the handicapped, to the point of initiating litigation and promoting new legislation to enforce those rights.

Summing up, the momentum that has been gathering during the past decade will gather further force, and major inroads will be made in the unfinished elements of the revolution in education of the handicapped. Neglect and pity will give way to respect for individual rights, and one day the handicapped will be regarded not in terms of their limitations but on the basis of their qualities as human beings.

Priority Recommendations

Public attitudes toward education of the handicapped have undergone basic and far-reaching changes in the 200 years of our Nation's history. During most of that period society shunted handicapped persons aside, and the educational institutions created in their name were more often custodial than educational in character.

Today it is recgonized—at least in the law if not in universal practice—that the rights of handicapped individuals are no less compelling than those of all other American citizens, including the right to a purposeful, comprehensive, and effective education. This change finds practical expression in a range of programs and services (and the commitment of funds needed to sustain them) so far beyond anything imagined in 1776 as to constitute for handicapped citizens a revolution comparable in spirit and purpose to the larger revolution we are celebrating this year.

For the handicapped, however, the struggle has really just begun. Despite the strides that have been made, particularly during the past decade, it is estimated that 45 percent of the Nation's handicapped children still do not receive an education comparable in quality and comprehensiveness to that offered to nonhandicapped youngsters. Approximately a million are denied education altogether. Moreover, the availability of educational opportunities for the handicapped varies widely. Disabled children in one State may have only a fourth as good a chance for a good education as similar children in the State next door, and in such fields as vocational and career education, handicapped learners are consistently excluded. In short, much remains to be done if handicapped people are to enjoy the educational opportunities that are their birthright.

The basic, overriding need is of course to close the gap that sees half of the Nation's handicapped children not receiving an education appropriate to their needs. That objective now has the force of law, having been incorporated into the Education for all Handicapped Children Act of 1975, Public Law 94-142, as national policy. Extraordinary efforts will be called for, however, if this and the numerous related provisions of the new Act are to be carried out successfully. P.L. 94-142 is complex and far-reaching, and it lays unprecedented obligations on State education officials in implementing the requirements of the law and on the Bureau of Education for the Handicapped in monitoring progress. Cooperation of the highest order will be necessary between State departments of education and the U.S. Office of Education. The

Committee feels it to be urgent that the Commissioner of Education take the lead in stimulating such cooperation, and as part of its advisory function is including a recommendation to that effect in this report.

The Committee is at the same time deeply concerned about the capacity of the Bureau to carry out the responsibilities given it by Congress to assure that the various requirements of the law are realized—to assume what is in some degree a regulatory function. At best this responsibility represents a major departure from the Bureau's previous role of stimulator and guide, and as such presents risks of marring the reception the Bureau has heretofore received. In any case, the leadership exerted by the Bureau during the past nine years merits our commendation and that of the special education community in general.

However, the capacity of the Bureau to meet the challenges now confronting it is in severe jeopardy. The threat arises from the anamolous fact that in giving the Bureau a host of new and unusually demanding responsibilities under P.L. 94-142, the Congress made no accompanying arrangement for additional personnel needed to carry out those responsibilities. The job falls to the 20 persons (10 professional, 10 clerical) who make up the staff of the Bureau's Aid to States Branch. Even within the Office of Education, an agency that has been beset by severe problems of understaffing, that figure is remarkably low. Two comparable but far less complex OE State grant programs, for example, have staffs 350 percent as great.

One of the most reiterated of messages received by the Advisory Committee during the past year is that as far as legislation is concerned, the most urgent need is not so much for new laws as for implementation of those now on the books. The Committee has grave fear lest the great promise held out to handicapped children and their parents by P.L. 94-142 will fail to become reality, and we feel that an essential step toward avoiding that calamity is to provide BEH with the personnel it needs to make the new law work.

Turning to another Committee concern, P.L. 94-142 stipulates that learning opportunities are to be provided to handicapped children in the least restrictive environment commensurate with their needs. The Committee has been a firm advocate of this approach and continues to urge its adoption. At the same time, however, we are aware that certain basic and troublesome difficulties are arising. When loosely referred to as "mainstreaming," the concept acquires very different meanings to different people, and some of these interpretations are of dubious merit. Even under the most careful definition, moreover, little thought has been given to the preparation of "regular" school personnel to deal with handicapped pupils assigned to their schools. The Committee foresees growing turmoil until appropriate techniques are developed for applying the "least restrictive environment" concept to the classroom, and is thus recommending that the situation receive careful study by all elements of the special education community.

Another provision of P.L. 94-142 opens the way for Federal support of preschool education

for the handicapped, a major breakthrough in special education programming. With such support now a reality, however, the ironic fact is that many children will still be denied access to early childhood programs because they live in States where laws do not authorize education at that early an age. A similar problem exists at the other end of the scale. Handicapped persons reaching the age of 21 abruptly find themselves cut off from special education programs, and many cannot turn to Adult and Continuing Education courses because such courses are rarely accommodated—either in content or in needed special arrangements—to the handicapped individual.

Such were some of the matters focused on by the Committee in drawing up its 1976 recommendations to the Commissioner of Education, the Secretary of Health, Education, and Welfare, and to the Congress. Consideration was of course given to many other issues, and the list could have been greatly expanded. On balance, however, we would submit the following as meriting priority consideration:

1. The National Advisory Committee has been a strong advocate of the concept that educational opportunities be provided to handicapped children in the least restrictive environment commensurate with their needs.

For many handicapped youngsters that might mean full-time enrollment in "regular" public schools. For others it might mean varying levels of more limited participation with non-handicapped children. For the most profoundly handicapped it might mean education provided exclusively in a special institution. The fundamental consideration, in any case, is the assurance that the learning experience become a factor in ending the isolation of handicapped children by providing it in those settings most likely to stimulate them to achieve their potential both academically and as individuals.

The Committee is gratified that this approach is specified in the Education for All Handicapped Children Act of 1975, P.L. 94-142. We are also aware, however, that the concept has generated certain reservations and even resistance. This appears particularly to be the case among administrators and teachers in schools where handicapped children have not heretofore been a factor and where little or no preparation has been made to receive and assimilate them. It would not be unexpected that at such schools—and in fact at any schools whose staffs have had no training in special education—the least restrictive environment goal would be either rejected or pursued inadequately.

Lack of appropriate staff preparation would appear to be only one among an array of problems. Doubtless the most critical has to do with attitudes. The concept of "the least restrictive environment" cannot be equated with simply transferring handicapped children to a different setting. The setting must also be benign, and that means major societal changes, among them an appreciation of the rights of handicapped persons both as citizens and as human beings. Toward that end ways will have to be found to constructively involve superintendents, principals, and other administrators; "regular" classroom teachers and other staff members; non-

handicapped students; and the community at large. Resistance and apathy must give way not just to toleration but to support.

Pending the achievement of changes this fundamental, the least restrictive environment objective would seem destined to remain a concept of obvious merit and great potential but without the means of transferring its promise into reality. The Committee believes that the waste of human resources implicit in that situation is unacceptable, both as a matter of law and of enlightened pedagogy. We therefore make the following recommendation:

> That all concerned—specifically including the Bureau of Education for the Handicapped, State departments of education, special education associations and other professional organizations, teacher training institutions, and the research community—make the concept of "the least restrictive environment" a priority concern in their discussions, study, planning, funding, and allocations of effort, toward developing techniques, strategies, and practices that will make this concept a standard and universal element in the operations of the Nation's school.

2. Research has clearly documented that early intervention into the education of handicapped children is of critical importance in enabling such youngsters not only to make greater progress as learners but to become participating members of society.

Several States have responded to this finding by extending education services to such children well prior to the school entry age that is customary in those States. Kansas and Iowa, for example, now have laws which make handicapped children eligible for such services beginning at birth. Many others, however, have not. Today in 29 States the law is silent in this regard, and thus in these places the public schools are in effect prohibited from working with handicapped children until they reach the age of five or six. Such States thus remain outside the coverage of a provision in the recently enacted Public Law 94-142 that opens the door to Federal support for the education of handicapped children beginning at age three.

On behalf of the approximately one million handicapped boys and girls of pre-school age in the United States, and their parents, the National Advisory Committee makes the following recommendation:

> That the Governors and legislatures of the several States join forces in making sure that educational services are authorized, and provided, for every handicapped child in their States, beginning at the child's birth, and that the Commissioner of Education lend his active support to the achievement of this goal.

3. The movement to improve educational opportunities for the handicapped is of such recent origin that many handicapped persons now about to reach 21—the typical maximum age for which the States authorize free public education—face the prospect of having their schooling end just as it is getting into high gear.

Their plight illustrates a significant gap in the Nation's education system: Although Adult and Continuing Education is undergoing a period of considerable expansion in the United States, with current enrollment conservatively estimated to exceed 13 million, minimal attention has been given to accommodating to the needs of the handicapped. The array of Adult and Continuing Education programs now in place or being organized—particularly in the community colleges and the smaller four-year institutions—represent for citizens in general a major advance toward the goal of life-long learning. For the Nation's 30 million handicapped adults they represent only a potential resource that to date has gone virtually untapped.

Capitalizing on that resource will require wholesale change in the conduct of Adult and Continuing Education and in meeting the special day-to-day needs of the handicapped individual. The institutions offering such courses will be called upon to address the goals and needs of a special new clientele and to change the curriculum accordingly. In the classroom it will be necessary to provide for such special services as interpreters and notetakers.

Feeling changes of this character to be necessary adjuncts to the national determination to end the warehousing of handicapped persons and to welcome them into the larger society, the National Advisory Committee makes the following recommendation:

> That Adult and Continuing Education officials in the U.S. Office of Education, together with officials of the departments of education and other relevant agencies within the States, launch special studies of their present programs toward accommodating those programs to the needs of students with disabilities; that the Bureau of Education for the Handicapped seek ways of applying its resources to help Adult and Continuing Education systems provide programs of specific use and benefit to handicapped learners; and that the Congress examine current Federal legislation bearing on Adult and Continuing Education and Special Education toward determining whether new provisions may be necessary to enable handicapped and nonhandicapped persons alike to enjoy the benefits of life-long learning.

4. With the enactment of the Education for All Handicapped Children Act, P.L. 94-142, the Congress has presented officials of the U.S. Office of Education and of the departments of education in each of the States with a major test of their leadership and administrative capacities. The new law is far-reaching and complex, and the goals it establishes have significant implications for the way the Nation's schools are henceforth to be conducted. In offering handicapped children opportunities for learning that are commensurate with their needs and with their rights as citizens, the law calls for extensive changes not only in traditional practices and procedures but in attitudes as well. Considerable blurring can be anticipated in the dividing line between "special education" and the conventional schooling of nonhandicapped

youngsters. Education of the handicapped increasingly will become the concern not just of some teachers and administrators but of all.

Within each State the responsibility for managing this transition and for assuring achievement of the great goals established by P.L. 94-142 rest with the State's department of education, and that responsibility applies not simply to the response by the State's schools but actions taken by all other State agencies that play a direct role in educating handicapped children. At the national level, the U.S. Office of Education also is given exceptionally wide responsibility. This responsibility includes the monitoring of progress toward specified goals and of requiring compliance with all provisions of the law as a condition of participating in the allocations it offers.

In short, as regards education for the handicapped, the chief education officers of the States and officials of the U.S. Office of Education are entering into a new relationship. Inherent in that relationship are possibilities both for great accomplishment and for disruptive tension. It is thus important that this complex and demanding venture be launched in an atmosphere of mutual understanding, worked out in discussions among State and Federal education officials of the highest level. Recognizing the great challenges that lie ahead in making P.L. 94-142 a success, the Committee makes the following recommendation:

> That the U.S. Commissioner of Education and the Chief State School Officer of each State join in a meeting convened by the Commissioner for the purposes of examining the provisions of the new Education for All Handicapped Children Act of 1975 (Public Law 94-142), determining responsibilities and strategies for the Act's implementation, and developing the framework for continued cooperation.

5. Through Public Law 94-142, the Congress has opened up the prospect of a new era for the Nation's handicapped children and their parents. There may be a question, however, whether that prospect will fully achieve its promise.

Highlighting this landmark legislation are a number of unprecedented guarantees. Among other things, the States and the local school districts are called upon to assure that handicapped children are afforded individualized programs of instruction and nondiscriminatory testing and evaluation, that heretofore neglected handicapped children are identified and served, that special education is provided in the least restrictive environment, that handicapped children are assured of complete due process procedures, that by 1978 an appropriate education is provided to *all* handicapped children. And there are numerous other requirements. In the history of Federal education legislation, the new law and the funding levels it ultimately calls for can be compared in scope only with the Title I provision for disadvantaged children in the Elementary and Secondary Education Act of 1965.

Responsibility for monitoring progress toward the guarantees spelled out in P.L. 94-142, for providing technical assistance when re-

quested, and for assuring compliance with all requirements of the law fall to the 20 persons who make up the staff of the Aid to States Branch of the Bureau of Education for the Handicapped.

On several past occasions the National Advisory Committee has expressed its concern that the size of the BEH staff, particularly as regards the management of certain programs, is too small to permit maximum benefit to the children those programs are intended to serve. The Aid to States Branch has been a case in point. Now with the array of new services called for in this ambitious new law, the problem has reached crisis proportions. It is self-evident that a staff of ten professionals and ten clerical and other support personnel cannot efficiently manage a program directly involving 55 States and Territories and some 16,000 local school districts. To expect otherwise is unrealistic. The Committee therefore makes the following recommendation:

> That the Secretary of Health, Education, and Welfare, the Commissioner of Education, and the Congress consider the staff allocation situation in the Bureau of Education for the Handicapped and provide for sufficient additional positions to enable the Bureau to implement P.L. 94-142 in the fashion that Congress intended and that the interests of the Nation's handicapped children and their parents compel.

6. During this year of the American Revolution Bicentennial the Bureau of Education for the Handicapped is preparing to observe an anniversary of its own.

In 1966, in the process of amending the Elementary and Secondary Education Act, the Congress called for elevating the administration of programs for the handicapped in the Office of Education from Division to Bureau level. A few months later, in January of 1967, the Bureau was formally established.

Since that time BEH has become an invaluable national asset. By its leadership and its effective management of a succession of programs enacted by the Congress, the Bureau has played a seminal role in giving direction and substance to the effort to provide all handicapped children with an appropriate education.

In carrying out its responsibilities the Bureau has wisely emphasized stimulation rather than regulation. It has seen its role as catalyst—marshalling and applying its limited available funds, staff, and other resources in such a way as to generate broad and continuing impact. Bureau-supported programs, for example, have been a critical factor in launching what is now a national movement to end the educational neglect of severely handicapped children. Significant support of such efforts has come from the personal efforts of individual BEH staff members working with their colleagues in the field, as exemplified by a recent national meeting organized to achieve greater strength and coherence in activities for the severely handicapped.

Under the Education for All Handicapped Children Act of 1975, P.L. 94-142, the role of the Bureau has acquired another dimension. Provisions of the Act call upon the Bureau to serve

as monitor for the Congress toward assuring that the States and localities meet the law's requirements. In view of the new kinds of relationships implicit in this new assignment, the Committee makes the following observation:

> That the Bureau of Education for the Handicapped is to be highly commended for its signal contributions to the day-to-day practice of special education, and most particularly for the leadership it has provided in identifying basic priorities and stimulating concentrated national efforts to respond to those priorities. The Committee urges the Bureau not to lose sight of this catalytic role and urges the Congress to periodically examine the Bureau's responsibilities toward assuring that the effectiveness of its leadership is not dissipated.

The Federal Role

The Bureau of Education for the Handicapped (BEH) is one of five bureaus in the U.S. Office of Education, its specific responsibility being to administer the Education of the Handicapped Act and other Federal legislation providing learning opportunities for handicapped youngsters.

Funds currently administered or monitored by the Bureau total close to $400 million. Of this amount, some $236 million represents programs authorized by the Education of the Handicapped Act, with the remainder coming under the Elementary-Secondary and Vocational Education Acts.

The Bureau is headed by a Deputy Commissioner and in addition to staff offices includes four Divisions (Innovation and Development, Personnel Preparation, Media Services, and Assistance to States) and their component Branches, plus an office for Gifted and Talented Education.

Within the general goal of assuring equal educational opportunities for all handicapped individuals, the Bureau has set the following six objectives:

To assure that every handicapped person receives an appropriately designed education;

To assist the States in providing appropriate educational services to all handicapped persons;

To assure that all handicapped youngsters leaving school have had career educational training relevant to the job market, their career aspirations, and their fullest potential;

To assure that all handicapped pupils have teachers and other resource persons trained in the particular skills required to help them achieve their full potential;

To secure the enrollment of handicapped children of pre-school age in educational and day-care programs; and

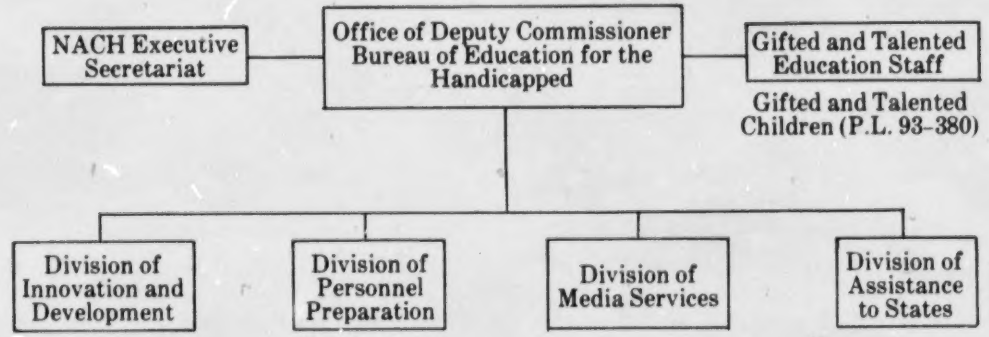
To encourage additional educational programming for severely handicapped children toward enabling them to become as independent as possible.

In pursuing those objective the Bureau is involved in four formula grant programs and 13 "discretionary" or competitive programs focused on particular fields or concerns. The following brief accounts summarize current operations:

Early Education for Handicapped Children

Recognizing a critical need for prototype projects for handicapped children from birth through the early primary school years, the

Table 4


NACH Executive Secretariat
Office of Deputy Commissioner Bureau of Education for the Handicapped
Gifted and Talented Education Staff
Gifted and Talented Children (P.L. 93-380)
Division of Innovation and Development
Division of Personnel Preparation
Division of Media Services
Division of Assistance to States

Early Education for Handicapped Children (P.L. 91-230,C)

Regional Education Program (P.L. 93-380)

Specific Learning Disabilities (P.L. 91-230,G)

Research and Demonstration (P.L. 91-230,E)

Child Advocacy* (P.L. 91-230,E)

Training Personnel for the Education of the Handicapped (P.L. 91-230,D)

Instructional Media for the Handicapped (P.L. 91-230,F)

Educational Media and Materials (P.L. 91-230 as amended)

Regional Resource Centers (P.L. 91-230,C)

Recruitment and Information (P.L. 91-230,D)

Deaf-Blind Centers (P.L. 91-230,C)

State Plan Program (P.L. 91-230, B as amended by P.L. 94-142)

State Supported and Operated Schools* (P.L. 89-10, Title I as amended)

Vocational Education set-aside* (P.L. 90-576)

ESEA Title IV set-aside* (P.L. 93-380)

Programs for the Severely Handicapped (P.L. 91-230,C)

*Shared administration

Congress in 1968 enacted the Handicapped Children's Early Education Program (Part C of P.L. 91-230) authorizing the development of experimental preschool projects for handicapped children.

Sometimes referred to collectively as the First Chance Network, the 150 projects currently included in the program seek to develop and demonstrate effective intervention approaches in assisting handicapped children during their early years. Diversity among projects has been encouraged so as to develop models that are applicable to as many different handicapping conditions and environmental settings as possible. As a group, the projects provide services for orthopedically impaired, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, and other health impaired children who require special education and related services. In addition to intervention services for the young, First Chance projects emphasize parent and family involvement; coordinate comprehensive ventures with other agencies; and participate in broad-range program planning and evaluation activities. Finally, each project must be structured in such a way as to enable other communities to replicate or adopt exemplary programs or program components to meet their own needs.

The First Chance projects receive a mix of broad program support and consultative services from the Technical Assistance Development System (TADS), a component of the Frank Porter Graham Child Development Center at the University of North Carolina. TADS offers assistance in the areas of intervention, program planning and evaluation, and media and information.

Projects which have completed three years of demonstration activities under the Handicapped Children's Early Education Program are eligible to apply for outreach funds if they have obtained assurance that the component of the project providing direct services to children will be continued from State, local, private, or other Federal sources. There are two broad goals for the outreach phase of the Handicapped Children's Early Education Program—the stimulation of increased specialized services for young children with handicaps, and the development of models for effective outreach activities.

The funding level for the present fiscal year is $14 million. Of the 150 projects currently being supported, 126 are in the demonstration phase and 24 are providing outreach assistance.

Regional Education Program

As authorized by Title VI, Part B, of Public Law 93-380, the Regional Education Program provides support services for handicapped persons enrolled in institutions of higher education—including junior and community colleges, vocational and technical schools, and other appropriate nonprofit educational agencies.

Through grants and contracts with such institutions, the goal is to stimulate the development and operation of "specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf or other handicapped persons." Priority consideration is given to programs that serve multistate

regions or large population centers, adapt existing techniques and approaches to the special needs of handicapped persons, and serve areas where the need for such programs is clearly demonstrated. Among the activities eligible for support under this authority are interpreting, notetaking, reading, wheelchair attending, brailling, tutoring, and counselling.

Last year some 600 pupils, all from the deaf population, were served by a total of $575,000 in grants divided among three projects—one at a vocational-technical institute, one at a community college, and one at a university. With an appropriation of $2,000,000, the Fiscal Year 1976 operational plan calls for grants to from four to six projects involving several kinds of handicaps.

Specific Learning Disabilitites

Totalling nearly two million, the learning disabled form one of the largest single groups of handicapped children in the United States, and represent perhaps the largest percentage of those unserved. Toward meeting the special educational needs of these children, the Congress in Part G of Public Law 91-230 established a program to create model Child Service Demonstration Centers (CSDCs) that would serve as beacons for progress by incorporating research, staff training, and services to children in an integrated effort.

With a current annual funding level of $4.25 million (scheduled to rise to $5 million next year), the program now includes 29 CSDCs serving some 7,700 learning disabled children and their families, plus a special project that provides technical and other assistance to the model centers. Program funds also are supporting in-service workshops, seminars, graduate courses, site visits, and other training for more than 7,800 teachers.

The CSDCs seek to perform a variety of functions. They provide testing and evaluation techniques to identify learning disabled children, and help develop programs accommodated to the special needs revealed by this testing and evaluation. They help other educational agencies and institutions make programs available to children not being served. They undertake research relating to the education of children with specific learning disabilities, disseminate information about effective new methods and techniques, and support training for teachers and other personnel planning to work in this field.

The approaches taken by individual Child Service Demonstration Centers are various and diverse, and the centers themselves are organized by several different kinds of sponsors—State and local education agencies, institutions of higher education, and various other public and private educational and research organizations.

Research and Demonstration

Major areas of emphasis in the Bureau's research program authorized under Part E of the Education of The Handicapped Act (P.L. 91-230) are assessment of the effectiveness of special education curricula and procedures; development of new curricula, materials, and techniques; and encouragement of the broadest pos-

sible diffusion and implementation of effective procedures.

The activities supported are applied rather than theoretical in character, and they are in general oriented to such BEH priority areas as early childhood education, full school services, career education, education of the severely handicapped, and personnel development. Now and in the period immediately ahead, the principal emphasis is on supporting projects which show the greatest promise of providing information and developing resources relevant to those priorities.

Over the past several years the research program has awarded approximately 100 grants and contracts annually. Because of variable starting and ending dates, closer to 150 projects are active within any given year. After a period of rapid initial expanion—with appropriations rising from $1 million in FY 1964 to $8 million in FY 1976—funding for the research program has in recent years stabilized at about the $11 million level.

Child Advocacy

The experimental Child Advocacy Program, funded under Part E of Public Law 91-230 as part of the BEH research effort, seeks to facilitate the development of children presenting behavioral or development problems by promoting constructive change in the systems—school systems among them—that impinge upon these children.

Now in its fifth year of operation and scheduled to terminate by the end of Fiscal Year 1977, the program has provided support to 12 projects. Many of these projects are community based, with members of the project staff selected from residents of the community and with program goals determined by community needs and priorities. Others are or have been based in local public schools, in such service organizations as the United Cerebral Palsy Association, in a law school, and in a State agency. In each case the goal is to develop a replicable model of how the status of the target children might be improved by bringing about changes in the systems that affect their daily lives.

The final phase of the program, currently being funded at an annual rate of about $1,000,000, will be concerned with the evaluation and validation of the models preliminary to disseminating information about successful products they have generated.

Although the responsibility for the fiscal and legal management of the Child Advocacy program resides in the Bureau of Education for the Handicapped, the program is jointly funded and monitored by BEH, the National Institute of Mental Health, and the Developmental Disabilities Office of DHEW's Office of Human Development.

Training Personnel

At a time when most school officials point to a teacher surplus, significant shortages remain a problem in personnel trained in education of the handicapped. Under Section D of Public Law 91-230, as amended by Public Law 94-142, the Handicapped Personnel Preparation Program seeks to address this problem by providing funds to improve the quality and increase the supply

of special education teachers, supervisors, administrators, researchers, teacher educators, speech correctionists, and such other personnel as specialists in physical education and recreation, together with paraprofessionals.

Discretionary grants are made to institutions of higher education including junior and community colleges, to State education agencies, to local education agencies, and to other nonprofit agencies.

Currently funded at a level of $37.6 million, the program is today providing training to some 18,250 persons. In all, 604 projects are underway, including 287 new and 317 continuation projects. Approximately 300 postsecondary institutions are reached by this program, 20 of which are predominately black.

Among the priorities stressed by the program are early childhood education, education of the severely handicapped, the training of paraprofessionals, vocational/career education, and regular education.

Instructional Media

Part F of the Education of the Handicapped Act (P.L. 91-230), calls for a captioned films program aimed at promoting the general welfare of the deaf through the captioning and distribution of motion pictures, recognizing this medium as playing a major role in cultural and educational advancement. Evolving changes in the law have opened the way to the expansion of this activity, with the result that the overall captioned films and telecommunications program is today directed toward enhancing the basic human rights of the handicapped to benefit from advances in instructional technology and telecommunications that are normally taken for granted.

The Captioned Films for the Deaf program was established by Congress in 1958 through Public Law 85-905, which has subsequently been amended to capitalize on advances in educational technology through the establishment of a network of Area Learning Resource Centers (see following section). Captioned films, both theatrical and educational, now reach an audience of more than 3,000,000 hearing impaired persons annually in all 50 States. Some 4,500 groups composed of deaf persons have registered for this service, and new groups are being certified at a rate of about one a day.

As regards television, program officers point out that until recently this medium has not played a significant role in the enrichment of the lives of hearing impaired persons. With captioning, however, they say, television has the potential to become one of the greatest educational and information forces ever made available to the deaf.

Several steps already have been taken in this direction, among them the captioning of a national network news program broadcast five evenings per week over more than 130 PBS stations, the captioning of 52 half-hour programs of general interest, and the captioning of such children's programs as "ZOOM." Work also is going forward, through a contract with the Public Broadcasting Service, to develop a system which will enable captions to appear on the screens of regular television sets equipped with a special decoder. Expectations are that this advance will be achieved by 1980.

Meanwhile other associated activities supported by Part F continue to make progress. The National Theatre of the Deaf serves as a center for activities in the theatre arts as they relate to the cultural, educational and vocational betterment of the deaf population; and Recording for the Blind, Inc., through Project MAINSTREAM, offers a growing number of visually handicapped students free custom-made tape copies of textbooks required for classroom instruction.

Educational Media and Materials

Toward enabling special education to benefit from advances made in communications technology, Part F of the Education of the Handicapped Act (as amended by P.L. 94-142) authorizes a special complex of facilities dealing in educational media and materials. The complex includes 13 Area Learning Resource Centers, four Special Offices with discrete national responsibilities, and a National Center on Educational Media and Materials for the Handicapped.

The ALRC/SO/NCEMMH network, as it is sometimes called complements the work of a related but separate BEH-supported program of Regional Resource Centers, which focus on appraising and prescribing for the special educational needs of handicapped youngsters.

Beyond its general mission of improving the education of handicapped students by improving the media and materials available to them, the mission of the ALRC/SO/NCEMMH program includes assisting State education agencies in the planning, development, or improvement of intrastate approaches to instructional materials support; and providing Federal assistance to intermediate and State agencies that are unable to meet the demand in such matters as training in the use of media and the development and distribution of effective materials. In carrying out its responsibilities the program does not work directly with children or teachers but rather with intervening agents.

State education agencies and universities make up the bulk of the 18 entities with which BEH contracts for operating the various components of the network, with a variety of subcontracting agencies (also consisting chiefly of universities and State education agencies) carrying out the work. Current annual expenditures for the program are slightly over $7.6 million.

Regional Resource Centers

The Regional Resource Center program, authorized by Part C of the Education of the Handicapped Act (P.L. 91-230) seeks to promote the development and application of exemplary appraisal and educational programming practices by State and local educational agencies. Toward this end the Act supports a network of Regional Resource Centers which provide demonstrations of systematic, comprehensive appraisal of the special educational needs of handicapped children as a basis for developing programs calculated to meet those needs, together with assistance to educational agencies in adopting optimum appraisal practices. A systematic, comprehensive appraisal process is taken as including referral and screening, individual assessment, development of appropri-

ate individualized educational programs and placement, implementation of these programs, and provision and maintenance of testing and evaluation practices to determine whether the individualized programs have been effective. All categories of handicapping conditions are included in the program's coverage.

That coverage is provided by 13 regional centers (with varying geographic and work responsibilities) and a coordinating office, all of which operate under contract with the Bureau of Education for the Handicapped. In these settings the 14 contractors are divided about equally between universities and State education agencies. The overall center program is currently funded at a level of $13 million, up some $3 million from the previous fiscal year.

Recruitment and Information

The BEH Recruitment and Information program was created in 1968 by the Education of the Handicapped Act (Part D, P.L. 91-230) first to encourage more people to enter fields having to do with education of the handicapped, and secondly to provide information and referral services to parents of handicapped children, teachers, and others.

With the passage of time the latter aspect of the program has tended to outweigh the former, in part because of the strides that have been made in the preparation of special education personnel, and in part because of the larger numbers of parents who are seeking help.

Thus of the approximately 30,000 inquiries now being received annually by the program's National Information Center for the Handicapped—more familiarly known as Closer Look—about half come from parents of handicapped children. Many of these inquiries are generated by the program's prizewinning radio and TV "commercials" inviting parents to turn to Closer Look for help and guidance. Of the remainder, 24 percent come from professionals working with handicapped children, 13 percent from students, and the rest from miscellaneous other sources. Individual responses are made to these inquiries, either by mail or by telephone. The Closer Look staff also develops and distributes a wide variety of informational materials, and provides technical assistance to State and local education agencies, coalitions, and other organizations working with the handicapped.

In addition to maintaining the information center, located in Washington, D.C., the program enters into grants and contracts with public and private nonprofit agencies and organizations to carry out information and recruitment activities that supplement the national effort.

The State Plan Program

The broadest of the BEH programs—in terms both of funding levels and in scope of coverage—is the State Plan (or "EHA-B") program authorized under Part B of the Education of the Handicapped Act (as amended by P.L. 93-380 and P.L. 94-142). With the goal of providing every handicapped youngster in the Nation with the full range of educational opportunities by 1980, the program is currently providing grants to the States at a rate of $100 million annually, as contrasted with the $14.2 million with which the

program was launched (as part of the Elementary-Secondary Education Act) in 1968.

Historically the States have been called upon to apply these funds to the initiation, expansion, and improvement of programs and projects for handicapped children at the preschool, elementary, and secondary levels. EHA-B thus served as a catalyst to promote increased and more comprehensive programming for all of the Nation's handicapped boys and girls.

Under forward funding provisions, the EHA-B appropriations pending at the time this report was prepared call for allocations of $200 million and $300 million for Fiscal Years 1976 and 1977 respectively.

Among other things, these marked increases would assure greater progress in searching for and serving handicapped children who have not been receiving an education. A particular focus of the program involves coverage of the severely handicapped and multihandicapped, who have gone largely unserved because of lack of understanding both of their needs and their potential. The money will also be used to initiate programs for preschoolers and to improve programs in secondary education. More specifically, new and adapted curriculum materials and methods will be developed for serving severely and multiply handicapped youngsters in local schools rather than in separate special institutions, and substantial short term inservice retraining of staff will be conducted so that these children will be received in less restrictive settings by more accepting and effective teachers and administrators. General as well as special educators will participate in training and orientation workshops designed to help develop more positive attitudes toward the handicapped in local communities.

Meanwhile amendments to EHA-B enacted under Public Laws 93-380 and 94-142 have imposed sweeping new Federal requirements on State and local school systems. These landmark laws mandate numerous administrative procedures and safeguards which must be part of every public school program for handicapped children, regardless of whether that particular program, district, or agency receives EHA-B funds. The new amendments also make Federal funding contingent upon the State's assurance that it will identify and provide appropriate programs for every handicapped child by 1980. A measure of the anticipated long-range impact of these Federal provisions is found in the fact that nearly half of the handicapped children in the United States today do not receive such programs and that approximately a million receive no education at all.

State Supported and Operated Schools

Through an amendment to Title I of the Elementary and Secondary Education Act (P.L. 89-10 as amended by P.L. 89-313), the Federal Government provides aid to State agencies for the education of handicapped children in State-operated and State-supported schools. In practice the program is a child-centered effort to accomplish two related purposes: To stimulate the development of new, self-contained projects; or alternatively, to stimulate projects which supplement, expand, or enrich existing educa-

tional programs, taking them beyond the basic activities normally supported through State or other funds. Projects may include diagnostic services, guidance and counseling services, work-study, and academic instruction programs. Construction, remodeling, equipment, and inservice staff training may be included in a project if such activities are essential to its success and if they support the main thrust of direct educational services to handicapped children.

Currently the program is providing financial assistance (at an average cost of $509 per child) to an estimated 188,000 handicapped children whose education is the responsibility of some 150 State agencies. The P.L. 89-313 formula requires that the program be funded at the maximum authorization based upon the average daily attendance multiplied by 40 percent of the State per pupil expenditure (or not less than 80 percent nor more than 120 percent of the national average.) Nearly three-fourths of the funds are being spent to enrich instructional programs (i.e., by the addition of specialized teachers, consultants, evaluation specialists, speech pathologists, and the like) and to provide inservice training. It should be noted that the current fiscal year is the second in which funds can, because of changes in the law, follow handicapped children who have transferred from institutional settings to local education agencies. These funds will help supplement appropriately designed educational programs for such children through such service as the hiring of consultants and the purchase of equipment.

Administration of the P.L. 89-313 program is a joint responsibility of BEH and OE's Bureau of School Systems, with the latter managing the disbursement of funds and BEH supervising the program's implementation.

Vocational Education

The 1968 Amendments of the Vocational Education Act of 1963 (P.L. 90-576) mandate that at least ten percent of the Federal funds allocated under Part B of that Act be set aside for vocational education for the handicapped. In the application of these funds the Act further requires that cooperative arrangements be made for coordinated activities among the State vocational education agency, the State special education agency, the State vocational rehabilitation agency, and other State agencies having responsibility for education of the handicapped.

The VEA set-aside for the handicapped currently totals $42.7 million, with approximately that same amount being matched by State and local funds. Overall some 234,000 handicapped individuals were reported to have received vocational education during Fiscal Year 1974.

Now under way within the Office of Education is a joint effort by the Bureau of Occupational and Adult Education and the Bureau of Education for the Handicapped to develop regulations which will apply to vocational education the benefits to handicapped persons contained in the new Education for All Handicapped Children Act of 1975. These regulations are expected to facilitate closer coordination between vocational and special education at the State and local levels.

Although the responsibility for fiscal and legal management of the VEA set-aside for the

handicapped resides in the Bureau of Occupational and Adult Education, BEH cooperates in the administration of those funds toward insuring coordinated programming.

ESEA Title IV

Title III of the Elementary and Secondary Education Act of 1965 (ESEA), which was created to stimulate the development of innovative and exemplary programs, has long included education of handicapped children in its coverage. It continues to do so today as Title IV of ESEA, having been incorporated into that Title of the Act (along with several other of the original ESEA Titles) by the Education Amendments of 1974.

Out of the overall Title IV program funds, a portion is specifically reserved for projects focused on handicapped children. For Fiscal Year 1975 the special education allocation came to about $16,350,000, of which (as required under the law) 85 percent was assigned to the States and 15 percent was administered by the Commissioner of Education.

Current special education projects in the program lay particular stress on providing direct services. In general the projects seek to address such critical areas of special education as the placement of handicapped children in the least restrictive educational environment commensurate with their needs, the use of resource rooms, diagnostic-prescriptive teaching, individualized instruction, the use of paraprofessionals, the organization of curriculums around learning problems, education of the severely handicapped, early childhood education, vocational education, and evaluation.

Of the approximately 1,900 projects funded by the States during the 1974–75 school year, about 300 either dealt exclusively with handicapped children or had a special education component. During the same period about 80 of the programs funded by the Commissioner involved special education, with priority being given to replicability.

In recent years the Division of Education has placed much emphasis on identifying and validating education practices that work, and then spreading information about them to potential users elsewhere. Of a total of some 100 Title IV projects that have been validated thus far, 21 are in the area of special education. Two deal with varying kinds of handicapping conditions. Of the others, 11 are focused on learning disabilities, two on mental retardation, three on speech problems, one on hearing impairments, and two on emotional disturbances.

For the current Fiscal Year the 15 percent of Title IV funds reserved for special education amounts to approximately $14 million, with about half coming from the old Title III program and the other half under the new Title IV. Those funds are administered by the Title IV staff in the Bureau of School Systems, with consultative services being provided by the Bureau of Education for the Handicapped.

Programs for the Severely Handicapped

As authorized by Part C, Section 624, of the Education of the Handicapped Act (P.L. 91-230), a concerted effort is under way to improve the

educational opportunities afforded severely mentally retarded children and youth, the severely emotionally disturbed, and those with multiple handicaps. The long-range objective of the program is to enable such young people to become as independent as possible, thereby reducing their requirements for institutional care and providing opportunity for self-development. Toward that end the program seeks to provide services to severely handicapped youngsters that are appropriate to their particular needs, and to do so in the least restrictive possible environment. Concomitantly, as part of its overall goal, the program stresses the development—through Federal, State and/or local funding sources—of demonstration programs for severely handicapped youngsters that will serve as models for replication in other communities and areas.

At a Fiscal Year 1976 funding level of $4.15 million, the program currently includes 22 projects, an increase of seven over the previous year, serving a total of 1,244 youngsters. Five of these projects are focused on the use and development of telecommunications techniques in educating severely handicapped children.

Gains reported by project directors include rising achievements by the children as measured by standarized and project-developed tests, improvement of attitudes as similarly measured, increased parent and volunteer involvement, and greater acceptance by the community and integration into it as measured by the increasing number of children being deinstitutionalized and the number being prepared for and obtaining employment.

Deaf-Blind Centers

In recognition of the critical learning challenges confronting children who are both deaf and blind, Part C of the Education of the Handicapped Act (P.L. 91-230) authorizes the establishment of model centers specifically designed to serve these severely handicapped boys and girls.

With a present annual Federal investment of $16 million, ten such centers are now in operation. Beginning as early as feasible in the child's life, the program seeks to provide deaf-blind youngsters with those specialized and intensive professional and allied services, methods, and aids that have been found to be most effective. The goal is to help deaf-blind children—of whom some 5,000 have been identified, with some estimates taking the possible total to as high as 7,000—adjust to the world around them, enjoy useful and meaningful participation in society, and achieve self-fulfillment.

Toward these ends the program offers full-time and part-time educational services, diagnosis and evaluation of the students' individual needs, counseling to parents, and in-service training for teachers and teacher aides.

In cooperation with more than 250 subcontracting agencies, the ten centers currently are providing full-time educational services to nearly 4,200 children and part-time services to an additional 300. In addition, some 3,000 of these children are receiving diagnostic and evaluation services, 2,500 families are receiving counseling (with 500 of these families taking advantage of a home correspondence course developed by the program), and 3,000 teachers,

aides, and others are receiving in-service training.

Despite the progress that has been made since the launching of the centers, a national registry developed by the program indicates that at least 800 deaf-blind children still are not receiving full-time educational services. The goal is to close that gap by no later than 1980.

Gifted and Talented Children

The BEH Office for Gifted and Talented was initiated in 1972 under the Education Amendments of 1974 (P.L. 93-380), following a study of the needs of such children prepared for the Commissioner of Education in response to a Congressional mandate.

Surveys indicate that there are between 1.5 and 2.5 million gifted and talented youngsters, representing between three to five percent of the Nation's total school population. These are the children who by virtue of their high potential or performance in one or more areas—examples being intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts talent, and psychomotor ability—need differentiated educational programs beyond those normally provided by the regular classroom in order to realize their potential contribution to themselves and to society.

A 1970 study conducted by The National Center for Educational Statistics indicated that fewer than four percent of the gifted and talented receive special programs commensurate with their needs and that 57 percent of school administrators surveyed lacked techniques for identifying the gifted and talented children in their schools. Other studies show that such pupils are to be found among all socio-economic classes and races, and that their giftedness often generates hostility among teachers, counselors, and administrators.

In 1972 only ten State departments of education were found to be employing a full-time person for the gifted and talented. In an effort to expand such programs to all States, $1.1 million in funds provided under the Education Professions Development Act were used to establish a National/State Leadership Training Institute for the gifted and talented. The funds were used to train teams of five leaders each from 48 of the 50 States to develop plans and strategies for legislation and programs for the gifted and talented in their States. It is now estimated that 24 States appropriate funds for gifted and talented education, although fewer than 10 make such funds available to every district in their boundaries.

An activity that recognizes and rewards academic achievement is the Presidential Scholars Program, which was created in 1964 by Executive Order. The Office of Gifted and Talented has been assigned the responsibility for administrating this program and for the selection of the recipients of the award, which involves a visit to Washington by the Scholars and the presentation of a Presidential medallion.

As a result of Section 404 of Public Law 93-380, the Office of Gifted and Talented now administers a Fiscal Year 1976 appropriation of $2.56 million to aid State and local education agencies in developing, implementing, and

improving programs for the gifted and talented. Fiscal Year 1976 plans involve awards to some 20 States and from 10 to 50 local educational agencies. Activities being supported include the development and dissemination of information, training of teachers and leadership personnel, and the establishment of six model projects in such special areas as early childhood education and programs for the handicapped and disadvantaged gifted.

The Changing Federal Role

Specific programs aside, the Federal role in education for the handicapped can be characterized in terms of three eras. The first is the period prior to 1958 when that role was limited to gathering information and developing publications and statistical reports in this field, and to providing a base in the U.S. Office of Education for a professional special educator to operate on a national level.

The second era began in 1958 with a small program authorizing the Office of Education to maintain a lending library of captioned films for the deaf, followed in 1959 by legislation authorizing support for training leadership personnel in mental retardation. From these beginnings there emerged over the next few years a flow of incremental new programs aimed at discrete educational problems of the handicapped and marked by such milestones as the establishment in 1963 (as part of the implementation of a new Community Mental Retardation Facilities Act) of the Division of Handicapped Children and Youth, and the formation in 1967 of the Bureau of Education for the Handicapped, as called for in the first version of the Education of the Handicapped Act. Throughout the 1960s and continuing in the 1970s, the Federal investment in education for the handicapped has constantly expanded, with new programs being added and older programs strengthened and revised.

The third era has just begun. Its launching was marked by the passage late last year of Public Law 94-142, the Education for All Handicapped Children Act of 1975. While the new law essentially amends and extends the long-standing Education of the Handicapped Act, P.L. 94-142 markedly changes many of the assumptions that lie behind Federal aid for the handicapped. Heretofore the basic rationale has been that the Federal role was to support and stimulate the development of local programming and to enhance the capacity of local institutions. Grants to colleges and universities, for example, could be used not only to help support students training for careers in special education but for such other purposes as developing new faculty positions and adding new curriculum offerings. Similarly, grants to States and local agencies might aim at providing impetus for additional programming to demonstrate effective new procedures. In these and other cases the concept was that the Federal effort would focus on increasing local and State participation in such a way as to create a "snowballing" movement in the education of handicapped children.

Although the signing of the Education of All Handicapped Children Act in the final days of 1975 signalled a significant departure from this posture, P.L. 94-142 is really a logical extension of efforts which have been under way at the

Federal level for at least six years. The goal has been to create a commitment to the education of each handicapped child—to carry forward the concept that a good education is a handicapped person's right as an American citizen. That goal was in turn an extension of earlier efforts at the State level which led to the development of State laws mandating educational opportunities for the handicapped. So, starting in 1969 the Bureau of Education for the Handicapped, together with the Council for Exceptional Children and other agencies, began to talk about basing the allocation of Federal funds on a commitment to educate each individual handicapped child, rather than the less specific arrangement of incremental Federal assistance aimed at promoting education of the handicapped in general.

The initial reflection of that new orientation came in 1971 and was marked by two developments. First, the Office of Education formally made education of the handicapped one of its priority concerns; and secondly, the then U.S. Commissioner of Education, Sidney P. Marland, Jr., established as a national goal the achievement of full educational opportunity for all handicapped children by 1980.

Court actions seeking equal educational opportunities for the handicapped and increased State efforts were accompanied in 1974 and 1975 by landmark legislation in which the Congress itself spelled out the full-service commitment. It did so first by requiring the States to establish a goal of providing an educational opportunities for all handicapped children. More recently it has incorporated this goal into the law as national public policy. Thus the new Act calls upon the States, as a condition for participating in Federal funding for education of handicapped children, to establish a policy of providing education to all such children between the ages of 3 and 18 by 1978, and between the ages of 3 and 21 by 1980 (with the reservation that programs for children between the ages of 3 and 5 and 18 and 21 are permissive to States that offer no such programs to nonhandicapped children).

For the future, there would seem to be three basic routes that Federal Aid to education of the handicapped might take over the next few years. The first would essentially be a limited extension of present efforts, with annual increments but with economic constraints holding Federal funding levels below those necessary to implement the new Education for All Handicapped Children Act fully. However, such a shortfall would not eliminate or reduce the commitment mandated in the law. By that mandate the States are legally obligated to extend education to all handicapped children if they are to share in the support tne law makes available. It is worth noting that this acknowledgement of handicapped children's rights as citizens—irrespective of the availability of funds—is increasingly being recognized under other Federal laws (the Rehabilitation Act Amendments of 1974, for example) and in State and Federal court decisions. In any case, one possible course for the future of the Federal role is gradual but limited expansion of present funding levels.

A second is the one intended by the Act itself—a relatively rapid expansion of Federal appropriations and the assumption of a greater

portion of the load carried by State and local governments. In this approach the emphasis would initially be placed on reaching unserved handicapped children and the severely handicapped, and then as these gaps were closed ultimately leading to a general sharing program with State and local agencies.

A third possible course for the future might be the development of Federal programs combining or consolidating earlier programs into a "block grant" arrangement. While such grants would undoubtedly call for assurances that handicapped children would receive full educational opportunity, they might join support for the handicapped to other Federal educational funds, with the decisions about the allocation of the overall total left to State officials.

This and the other two potential future courses for Federal aid deal only with money. In addition there will without question be a Federal responsibility to enhance the new commitment to education for each child by providing assistance aimed at achieving greater effectiveness in the educative processes. That role will call for advances in such areas as the development and refinement of new models for training teachers, the design of new educational technology, and the development of new models of service. The current priorities of the Bureau of Education for the Handicapped—to focus attention on providing preventive early education services for handicapped children, for example, and for developing new programs for severely handicapped children—seem likely to remain priorities for the remainder of this decade.

Status of 1975 Recommendations

In preparing its annual reports each year the National Advisory Committee had made it a practice to examine the status of the recommendations it had advanced 12 months earlier. The following summarizes what has happened as regards the recommendations contained in the report for 1975.

1. Within the theme of "Full Educational Opportunity Under the Law," the Committee recommended that all State special education laws be evaluated in terms of four specific guarantees to handicapped persons: Availability of a full range of educational services; opportunity to participate with nonhandicapped individuals in the least restrictive environment commensurate with their educational needs; nondiscriminatory testing and evaluation materials and procedures; and procedural safeguards in decisions regarding identification, evaluation, and educational placement.

All of these guarantees are basic elements of State plans submitted to the Bureau of Education for the Handicapped in connection with the State aid programs authorized by Public Law 89-313 and Part B of the Education of the Handicapped Act as amended by P.L. 93-380 and reaffirmed under the Education for All Handicapped Children Act, P.L. 94-142.

Since these plans and the new arrangements they call for entail major readjustments, the level of progress from State to State is uneven. In every case, however, the States are moving forward. BEH State Plan officers are now visiting 18 randomly selected States in the first phase (scheduled to be completed within the current school year) of a program to sample progress and offer technical assistance.

2. In connection with the scheduled White House Conference on Handicapped Individuals, the Committee recommended that State governors appoint planning committees to develop State conferences that would pave the way for the national event.

At the time of the submission of this report most States had set the necessary machinery in motion for State conferences, including the submission of requests for grants (of up to $25,000 each). Meanwhile the planning council and staff of the White House Conference has been preparing research papers and other background materials for possible use by the States while going forward with planning and organizing the national conference.

3. Recognizing that career and vocational opportunities are as important to handicapped

persons as to other citizens, the Committee recommended that all legislation and programs in the area of vocational and career education include the following assurances: That handicapped individuals have access to such programs, that funds be set aside for the establishment and expansion of vocational education programs for the handicapped, that matching State funds for this purpose be required, that all State plans contain a section outlining programs in career and vocational education programs for the handicapped, and that the availability of Federal support be contingent on inclusion of these provisions.

The Committee was assured by the Commissioner of Education and OE's Bureau of Occupational and Adult Education (BOAE) of their concurrence with the spirit and principles of the recommendation. More specifically, BOAE stated its policy that no handicapped persons should be denied access to vocational education programs solely on the basis of their handicaps; that programs, facilities, and equipment should be modified where necessary to accommodate handicapped persons with potential for succeeding in those programs; and that there should be alternative arrangements for those unable to function in regular programs.

Regarding the four other elements of the recommendation, BOAE responded that all these provisions are called for under Public Law 90-576, the Vocational Education Amendment of 1968. The Committee was well aware of that fact but was aware also that abuse had been sufficiently widespread as to negate their impact. In short, there has been a significant gap between what the law seems to call for and what the handicapped actually receive. The Committee is informed that these items will specifically be considered by the Congress as part of an overall review in connection with hearings, under way at the time of the submission of this report, to amend and extend P.L. 90-576.

4. Toward achieving the goal of providing early childhood education for all handicapped children, the Committee recommended that such education be mandated by the States and that local education agencies assume primary responsibility for its conduct; that all State plans for special education include a section dealing with pre-school children; that whenever possible handicapped children be integrated into regular early childhood education programs, and that increased emphasis concomittantly be placed on preservice training of early childhood educators; and that research in early childhood education be increased.

New provisions of the BEH-administered State assistance programs (as called for in the recently enacted Public Law 94-142) require that by September of 1978, full educational services be provided to all handicapped children starting at age 3, except where State laws set the school entry age above that level. Thus each State plan submitted to BEH must contain a section dealing with preschool services, and to the extent possible, the States are called upon to integrate handicapped children into regular early childhood programs. Meanwhile inservice training has received increased emphasis from the Handicapped Children's Early Education

Program, with experimental demonstration and outreach projects providing substantial amounts of training and resource assistance to Head Start and many other agencies, and continued support is being given to preservice training programs by the BEH Division of Personnel Preparation. As regards research, increased emphasis has been placed on joint planning, particularly between the HCEEP and Research Projects Branch staffs, one result being the establishment of the birth-through-age-3 range as a research priority.

5. The Committee commended the Bureau of Education for the Handicapped for its leadership role and recommended that toward strengthening that role the Bureau direct special efforts to achieve the following: Maintenance of a full staff, improvement of interagency cooperation and coordination, more extensive review and dissemination of BEH-funded projects, more extensive evaluation of training models in Early Childhood and Vocational Education, careful monitoring and enforcement of the implementation of State plans, establishment of a comprehensive management information system, and the establishment of due process procedures.

The Bureau reports significant progress in most of these areas. All staff positions allocated to the Bureau have been filled or have action pending with the Office of Education's Personnel Division. BEH has widened its relationships with other Federal agencies, those within DHEW in particular, most recently by organizing an Interagency Panel on Child Find to locate handicapped children not receiving educational services. In regard to the monitoring and enforcement of State plans, and the review and dissemination of BEH-funded projects, the Bureau reports that while it believes that improvements have been made, present staff allocations are not adequate to meet the need, particularly the need to keep up with the new responsibilities given to BEH under P.L. 94-142. As regards training models in Early Childhood and Vocational Education, regulations require an extensive evaluation component in all grant applications, and in addition the Bureau is funding evaluation workshops for project participants now taking place at the University of Virginia's Evaluation Research Center. In connection with the management information recommendation, BEH has let a contract to secure a system unique to the Bureau's needs, and a final design is to be submitted shortly. Finally, as regard due process procedures, task forces are working on the necessary regulations, and these are expected to be ready for publication in the *Federal Register* before the end of this year.

6. Toward advancing the principle of self-determination for handicapped persons, the Committee recommended that an affirmative action policy be implemented to ensure that handicapped individuals are included in policy making bodies at Federal, State, and local levels.

So far as education of the handicapped is concerned, such a policy is implied in a provision of the new Education for All Handicapped Children Act (P.L. 94-142) calling for advisory

panels. Under the law the membership of these panels must include handicapped persons. It is also noteworthy that the law calls upon the Secretary of HEW to assure that agencies receiving assistance under the Act "make positive efforts to employ and advance in employment" qualified handicapped persons. At the Federal level, support for such a policy is indicated by the fact that handicapped persons occupy leadership roles in the scheduled White House conference on Handicapped Individuals, and the NACH membership has always included handicapped persons. However, the Committee feels that considerably greater progress can and should be made in the employment of handicapped persons in policymaking positions in the Office of Education and the Bureau of Education for the Handicapped.

Two Special Institutions

Among the responsibilities given to the National Advisory Committee by its charter is that of reviewing the administration and operation of two special institutions created by the Congress to achieve special ends—the National Technical Institute for the Deaf, in New York State, and the Model Secondary School for the Deaf, in Washington, D.C. In both cases the essential purpose of their establishment was to show the way in filling gaps that denied to hearing impaired youngsters educational opportunities comparable to those afforded nonhandicapped students. In one case the problem was the lack of training in skills required in an increasingly technological job market, in the other the absence of quality programs at the high school level.

In addressing that purpose the two institutions have established themselves as important national assets. Not only are they helping hundreds of hearing impaired young people to lead fuller and more satisfying lives, but in the process they are demonstrating that given appropriate learning opportunities, handicapped children in general represent a national resource that the society cannot afford to ignore.

The National Institute for the Deaf (NTID) is a postsecondary co-educational, residential institution that provides technical education and training for deaf citizens to prepare them for successful employment; prepares professional persons to serve the Nation's deaf population; and conducts applied research into the social, educational, and economic assimilation of deaf people into the larger society.

NTID was established in 1965 by an Act of Congress (Public Law 89-36) as the only national technical college for the deaf. It has the unique added dimension of being part of a hearing college campus—New York's Rochester Institute of Technology. NTID thus represents the first large-scale effort to educate deaf students on a college campus planned originally for the hearing. The interaction of hearing and deaf students is intended to have the added benefit of helping to prepare the latter for future roles in a hearing world.

NTID accepted its first 70 students in 1968. Since then it has provided education and training to more than 1,350 students from 48 States and Territories. Enrollment has expanded to more than 680 students and is expected to reach 1,000 by 1978. The average age of a student upon entry is about 20 years. NTID students are profoundly deaf, with an average hearing loss of 95 decibels, and 97 percent of them sustained their deafness at birth or prior to age three years. Thus far, approximately 300 students have grad-

uated from NTID with certificates, diplomas, or associate or bachelor degrees. The placement record for these graduates is at 96 percent, with placements occurring in 36 States and Territories and in positions commensurate with their areas and levels of education and training.

NTID curriculums provide a variety of programs (majors) and program levels (exit points) to deaf students. Programs are offered through the Departments of Business Technologies, Engineering Technologies, Technical Science and Visual Communication Technologies. Additional programs are offered to deaf students through the Rochester Institute Colleges of Business, Graphic Arts, General Studies, Institute College, and Continuing Education. In all, more than 98 career options are available to deaf students, and to assist them in preparing for available employment opportunities, NTID provides extensive support services such as notetaking, tutoring, counseling, and interpreting.

Graduate training and internships also are offered, through the Office of Professional Development, to professionals wishing to serve the deaf. Programs in this area include Educational Extension Programs, Manual Communication Programs, Interpreter Training Programs, Graduate Interships, and In-Service Training Programs.

Research at NTID is applied rather than basic; that is, research needs are based generally on particular problems to which solutions are being sought. Specifically, NTID addresses its research efforts to the following five categories of problems confronting deaf people: limited economic accommodation, restrictions in educational achievement, disabilities in communication, limited social and personal skills, and the development of new teaching techniques.

NTID was established because deaf citizens in the United States were experiencing high rates of unemployment and underemployment. A placement record of 96 percent demonstrates the effectiveness of this new endeavor, but NTID's success can also be seen on campus in the interactions among deaf and hearing students and in the lives of deaf graduates who are now successfully employed and independent.

The Model Secondary School for the Deaf (MSSD) was brought into being in 1966 under provisions of Public Law 89-694 toward stimulating programs across the Nation that would offer deaf students a first-rate high school education. The new enterprise began operations a year later in temporary quarters on the campus of Gallaudet College in Washington, D.C.

MSSD had its origins in a comprehensive study of education programs for the deaf conducted in the mid-1960s by the Department of Health, Education, and Welfare. The study revealed significant inadequacies and gaps in educational services for the hearing impaired and pointed to the distressing fact that few genuine secondary school programs for such youngsters existed in the United States.

The report also showed that largely because of inadequate opportunities at the high school level, only eight percent of deaf students were being admitted to postsecondary programs, as compared to 54 percent of the general hearing population. With the objective of narrowing

that educational gap, legislation was introduced in the Congress that would establish a model school at the secondary level. The law charged the facility with developing a curriculum especially for young deaf students that could be replicated, thereby providing the stimulus for the development of other similar excellent programs for the deaf across the Nation.

Now six years later, the Model Secondary School has begun to make inroads into education of the deaf through techniques using individualized instruction, the latest in educational technology, and activities geared for optimum social and emotional development.

MSSD is also meeting the national commitment to disseminate the results of its efforts. Several instructional packages developed and tested at MSSD are presently being field-tested in other schools. On a more informal level, dissemination occurs through personal contact when staff members present papers on MSSD's operation to education meetings, participate in seminars and workships, and act as consultants to other programs. Still another vital means of dissemination occurs through publication of research papers, professional articles, and informational brochures about the program. The most personal avenue remains the visitors' program, which accommodates more than 2,000 persons annually who come to MSSD for orientation and observation.

A current goal is to further define and refine the dissemination program and its philosophy, so that MSSD's commitment to share its findings can be even more effective in the future.

This summer MSSD plans to open the doors of a new facility. Included in it are an academic building, a dining hall, a gymnasium, swimming pools, athletic fields, and health facilities. Meanwhile work is going forward on dormitories, scheduled for completion by late 1977, that will be able to accommodate up to 600 students. Thus the Bicentennial era is being marked by another major step forward in showing the way to quality education for deaf youngsters at the high school level.

As for the future, the goals and purposes of neither MSSD nor NTID can be expected to change soon. Both institutions have made great strides, but hundreds of deaf youngsters still do not receive an adequate secondary education or acquire vocational and career skills that match their capacity. Filling these gaps remains a challenging priority.

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